

## British Values at Westfield

	We do this at Westfield by:
<p><u>Democracy</u> This means that the people in Britain vote for the people who make the laws and decide how the country is run. If we didn't have a democracy, just one person might be able to make all the laws and that would not be fair.</p>	<ul style="list-style-type: none"> <li>• School council</li> <li>• Using a show of hands to vote on decisions in class</li> <li>• Contributing to class rules</li> <li>• Value each other's ideas and views</li> <li>• Pupil voice</li> <li>• Democracy taught through PSHE lessons</li> <li>• Sports day and team games</li> </ul>
<p><u>Rule of Law</u> In Britain we have a police force who make sure people do not do the wrong thing and break the law – this means that we are safe.</p>	<ul style="list-style-type: none"> <li>• Work together to create class rules</li> <li>• Behaviour policy</li> <li>• Pupil of the week celebration assembly</li> <li>• Celebration displays</li> <li>• Visits from Police/Fire service</li> <li>• PSHE – help pupils distinguish right from wrong, respecting the law and the reason behind laws/rules and the consequences of breaking them</li> </ul>
<p><u>Individual Liberty</u> In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things.</p>	<ul style="list-style-type: none"> <li>• Behaviour policy</li> <li>• Making choices at lunch time, activities, clubs etc.</li> <li>• Y5 and Y6 Prefect Responsibilities</li> <li>• Aspirations taught in PSHE lessons</li> <li>• Support pupils to develop self-esteem and self-confidence</li> <li>• Share achievements and successes to promote independence</li> <li>• Opportunity to try different extra-curricular clubs</li> <li>• Keeping themselves safe taught in PSHE</li> <li>• Anti-bullying week</li> </ul>
<p><u>Mutual Respect</u></p>	<ul style="list-style-type: none"> <li>• Behaviour policy</li> </ul>

<p>We might not always agree with other people, but we try to show respect for their thoughts and feelings. We can give respect to others and we can expect other people to show us respect.</p>	<ul style="list-style-type: none"> <li>• PSHE lessons based on respecting others, being co-operative and collaborative, be supportive and look for similarities while being understanding of differences</li> <li>• Y5 and Y6 Prefect Responsibilities</li> <li>• Celebrating achievements in assemblies</li> </ul>
<p><u>Tolerance for others with different faiths and beliefs</u> In Britain we accept that other people might have different beliefs than ours and they may believe in different religions</p>	<ul style="list-style-type: none"> <li>• Comparing cultures and religions in RE</li> <li>• Learning about different celebrations (Jubilee etc)</li> <li>• Working co-operatively in mixed groups in class</li> <li>• Learning about the world around us</li> </ul>

### British Values across the Curriculum

<u>Subject Area</u>	<u>Democracy</u>	<u>Rule of Law</u>	<u>Individual Liberty</u>	<u>Mutual Respect</u>	<u>Tolerance for others with different faiths and beliefs</u>
English	<ul style="list-style-type: none"> <li>• Give children the confidence to express their ideas and opinions.</li> <li>• Consider what life is like for others in different times and countries through a wide variety of carefully chosen texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are chosen to promote discussion about character choices and about right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given the opportunity to develop self-esteem, self-knowledge and individual opinions.</li> <li>• Through personal development and reflecting on character choices children will see different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• This is taught when children are giving their opinions of different characters and situations within a text.</li> <li>• Children are taught to show respect for others opinions, thoughts and beliefs and there is an expectation that all children's opinions are valid and should be listened to.</li> </ul>	<ul style="list-style-type: none"> <li>• Through diverse text choices children will be exposed to different faiths, cultures and beliefs.</li> <li>• Children are encouraged to reflect on their own beliefs and what is important to them as well as showing respect for alternative beliefs.</li> <li>• Class novels chosen to reflect a diverse range of cultures.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Maths ambassadors to support with the development of maths across the school from the children's perspectives (taking part in pupil voice,</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake safe practices, following class rules during tasks and activities for the benefit of all.</li> <li>• Understand the consequences if rules are not followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Support pupils to develop their self-knowledge, self-esteem, self-confidence in maths.</li> <li>• Allow children to make mistakes and learn from them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of oracy hand gesture to disagree in a respectful way with the answers of others whilst in class.</li> <li>• Work within boundaries to make</li> </ul>	<ul style="list-style-type: none"> <li>• Use maths to learn about different faiths and cultures around the world (e.g., looking at patterns/shapes within Islam/Hindu religions).</li> </ul>

	<p>data collection for votes, etc.)</p> <ul style="list-style-type: none"> <li>• School council to conduct voting exercises where data collection is involved (e.g. voting for the colours of the friendship bench).</li> <li>• Teamwork in group work.</li> <li>• Taking turns to listen to everyone speak and give their answers and explanations.</li> <li>• Taking into account the views of others in shared activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Following rules when playing maths games.</li> <li>• Applying rules in calculations, algebra and geometry.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to behave appropriately, allowing everyone the opportunity to work effectively.</li> <li>• Children to understand the importance of taking turns and sharing equipment.</li> <li>• Review each other's work respectfully using school talk rules.</li> <li>• Work collaboratively on projects or problems as well as help and advise others.</li> <li>• Model freedom of speech. Devising own ways to present ideas and solutions.</li> <li>• Challenge stereotypes (e.g., assemblies about maths in the wider world and how women can be engineers / men can be hairdressers etc.)</li> </ul>	<p>safe choices during practical activities.</p> <ul style="list-style-type: none"> <li>• Make own choices within data handling activities.</li> <li>• Teamwork in group work.</li> <li>• Respecting other children's views which may differ from their own (e.g., the best way/most efficient way to solve a problem).</li> </ul>	
--	--	--	--	--	--

Science	<ul style="list-style-type: none"> <li>• Children can share conjecture and hypothesis whether they are then proven or otherwise.</li> <li>• Where opinions are different, the majority will have their ideas go forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Rules of safe investigation ensure we are all safe</li> </ul>		<ul style="list-style-type: none"> <li>• Children hypothesise and offer conjecture that is respected whether later proven or not.</li> <li>• Achievements from diverse past and present scientists are celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievements from diverse past and present scientists are celebrated.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Children will learn about people in the community who help us now and in the past.</li> <li>• Children will consider what it was like for individuals during different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to learn about laws that were created as a result of historical events.</li> <li>• Pupils learn about how laws have brought about change. They also learn about the impact of breaking the law and war can have on individuals and a wider society.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are provided with historical role models who made a difference by standing up for their beliefs or breaking down barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to look at history through different perspectives.</li> <li>• Pupils are encouraged to explore the views of opposing sides.</li> <li>• Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods.</li> </ul>

<p>Geography</p>	<ul style="list-style-type: none"> <li>• In Geography children have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues such as pollution, environmental issues, water and globalisation.</li> <li>• Allow for class discussions e.g. Arguments for and against for deforestation.</li> </ul>	<ul style="list-style-type: none"> <li>• In Geography children will examine different codes for living and consider the value of the rule of law where all people are equal before the law.</li> <li>• Children are given the opportunities to explore and evaluate the outcomes of meetings. Eg. Rules on climate change.</li> <li>• We will also investigate laws at a local and global scale can influence both the physical and human layout of the landscape and contribute towards population decline and growth in certain areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will explore their own individual liberty in terms of exploring their own career paths within Geography and surrounding the subject having the freedom to pursue any further interests they may have.</li> <li>• When comparing and contrasting locations children will also explore the people living in these environments and their own individual liberties.</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them.</li> <li>• Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions and listen to these and respect them.</li> </ul>	<ul style="list-style-type: none"> <li>• Children consider questions regarding how different cultures live and work throughout the world.</li> <li>• Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them.</li> <li>• The geography curriculum also helps to demonstrate the diversity of people's backgrounds helping children to have further tolerance of different faiths and beliefs.</li> </ul>
------------------	---	---	---	--	--

<p>PSHE</p>	<ul style="list-style-type: none"> <li>• Children are taught the importance of having their own opinions, how to share these respectfully and the importance of listening to the views of others.</li> <li>• Children are taught to consider the consequences of their words and actions.</li> <li>• Pupils have the opportunity to take part in debates.</li> <li>• Children will contribute to the life of the class and school.</li> <li>• Pupils have the opportunity to have their voices heard through Pupil Voice questionnaires carried out by PSHE subject lead.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are taught the importance of having rules during Keeping Safe unit.</li> <li>• PSHE lessons help pupils distinguish right from wrong, respecting the law and the reason behind laws/rules and the consequences of breaking them.</li> <li>• Children are encouraged to talk about their feelings and how to manage them in a positive way.</li> <li>• Pupils are encouraged to think about how their actions affect others.</li> <li>• Children will learn the roles of others in society e.g people in our local community/people who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to consider the thoughts and feelings of others and how their behaviour affects other people.</li> <li>• Pupils are taught to make informed decisions relating to relationships, healthy lifestyles and staying safe. They are encouraged to reflect on the choices they make.</li> <li>• Children are encouraged to think about aspirations and goals for the future in the Growing and Changing unit.</li> <li>• Children identify the different groups they belong to.</li> <li>• Children have a developing awareness of their own needs, views and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Children take part in whole class and group discussions. They are taught to take into account the thoughts and feelings of others so they can speak freely.</li> <li>• Pupils are encouraged to make other children feel valued and welcome in the group.</li> <li>• Pupils learn what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to respect and understand the faiths and beliefs of others.</li> <li>• Through PSHE lessons, we encourage children to celebrate diversity and the differences which make us individuals.</li> <li>• Children are encouraged to respond positively to the diversity and similarity of individuals and groups, including challenging stereotypes.</li> </ul>
-------------	--	--	---	--	---

		<p>Y2 and Y6 – Fire Service Visit</p> <p>Y2 – Police Visit</p> <p>Y4 – Canal and River Trust Visit</p> <p>Anti-bullying week</p>	<p>Y3 session with HSBC – taught how to make informed choices with money</p> <p>Y5 – HH Kids Visit</p> <p>Safer Internet Day</p>		
RE	<ul style="list-style-type: none"> <li>• All pupils have an equal right to be heard.</li> <li>• Democracy is modelled by the teacher and expected of every pupil.</li> <li>• An expectation that all will be listened to.</li> <li>• Children learn about having a voice within their community and the importance of listening to the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Children look at the way people of different faiths live and the beliefs they have.</li> <li>• They consider the value of the rule of law where all people are equal before the law.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will learn that religion is a study of the balance between individuals.</li> <li>• It is the right of the parent to withdraw their child from RE.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about the major world religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions of others.</li> <li>• Mutual respect is taught and given when children are expressing their views and beliefs.</li> <li>• Children are taught to show respect to each other's beliefs.</li> <li>• Pupils are encouraged to make other children feel valued and welcome in the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Children consider questions about identity and belonging.</li> <li>• Children learn about the major world religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions of others.</li> <li>• RE is an opportunity to celebrate the diversity of different cultures, faiths and beliefs.</li> <li>• Children are encouraged to respect and understand the faiths and beliefs of others.</li> </ul>

Art	<ul style="list-style-type: none"> <li>• Children are given the opportunity to express ideas and opinions about other artists work.</li> </ul>	<ul style="list-style-type: none"> <li>• Children undertake safe practices, following class rules during projects and activities for the benefit of all.</li> </ul>	<ul style="list-style-type: none"> <li>• Children work within boundaries to make safe choices in art and design.</li> </ul>	<p>Children</p> <ul style="list-style-type: none"> <li>~ behave appropriately allowing all participants the opportunity to work effectively.</li> <li>~ review each other's work respectfully.</li> <li>~ work together on projects, help and advise each other.</li> <li>~ experience different festivals, traditions and celebrations through art and design.</li> </ul>	<p>Children</p> <ul style="list-style-type: none"> <li>~ experience and talk about art and design work from different cultures and religious beliefs.</li> <li>~ Use art and design pieces to learn about different faiths and cultures around the world.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Ideas and opinions are expressed freely.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety regulations when using a range of tools ensure safe practice.</li> </ul>		<ul style="list-style-type: none"> <li>• Ideas and outcomes are applauded and respected.</li> <li>• Children will work closely and share materials and equipment.</li> </ul>	
Music	<ul style="list-style-type: none"> <li>• Children may vote to demonstrate how they feel about a particular piece of music, what instrument to play, or</li> </ul>	<ul style="list-style-type: none"> <li>• Children are always aware of classroom rules when using musical instruments.</li> <li>• Children are taught how to be supportive</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons provide opportunities for children to express themselves freely in performing and composition tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to respect everyone's abilities and performances during lessons, giving</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to appreciate the fact that music from all cultures and traditions around the</li> </ul>

	<p>to verify which piece of music they wish to perform/listen to.</p> <ul style="list-style-type: none"> <li>• Lessons provide opportunity for children to express themselves freely, forming opinions about music they will listen to, in composition and performing tasks.</li> </ul>	<p>and attentive whilst others perform.</p>	<ul style="list-style-type: none"> <li>• In music lessons, children are taught that to be successful and make progress, they must work hard and show resilience with a can-do mindset.</li> </ul>	<p>carefully throughout feedback.</p>	<p>world develops and contributes positively to British music.</p> <ul style="list-style-type: none"> <li>• Comparing similarities and differences between music in a variety of times, cultures and faiths, and to reflect on and celebrate these differences.</li> <li>• Children are taught to understand and respect other cultures and beliefs.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• In computing we are learning to understand and be considerate to the views of other internet users.</li> <li>• We understand that we are each part of the democracy of the internet and that we can each, in our own small way, affect the way the internet exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are taught about the implications of posting negative comments on social media and also the implications of cyber bullying.</li> <li>• Children are taught how to use the Internet safely, at school and at home, and how to report any images/messages</li> </ul>	<ul style="list-style-type: none"> <li>• In computing we understand how to use our right to freedom of speech in a respectable and thoughtful way, being considerate of how this speech will affect others.</li> <li>• We understand the freedom the internet and computers offer us in discovering information and</li> </ul>	<ul style="list-style-type: none"> <li>• In computing we appreciate and understand the views of others, our right to challenge, question and discuss opinions and views, and to do this in a respectable and thoughtful way.</li> <li>• We understand that as we are connected with the world while accessing the internet, we are</li> </ul>	<ul style="list-style-type: none"> <li>• In computing we understand that we are connected to people across the whole world.</li> <li>• We understand that these are people from different communities, cultures, faiths and beliefs.</li> <li>• We use the opportunities offered in computing to</li> </ul>

		<p>deemed to be inappropriate.</p> <ul style="list-style-type: none"> <li>• Children are taught about how to leave a positive digital footprint and how this may affect them in later life.</li> </ul>	<p>connecting us with the world.</p>	<p>exposed to the widest range of views, and we are learning to respect them.</p>	<p>question, challenge and understand people with these different characteristics to support and develop our tolerance of them.</p>
French	<ul style="list-style-type: none"> <li>• Pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.</li> <li>• Children will take part in discussions in the target language which allow all opinions to be heard in a respectful way.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn different commands in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to express themselves in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual respect is taught and given when children are expressing their opinions and beliefs.</li> <li>• Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child the chance to share these with the expectation that these must be listened to.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn to appreciate the value of similarities and differences.</li> <li>• Our French curriculum provides a basis for teaching and learning about other cultures and ways of life.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• PE gives children the opportunity to practise democratic values through teamwork and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• Rules are a fundamental part of many units of work in PE. During games lessons all games have set rules which</li> </ul>	<ul style="list-style-type: none"> <li>• Children express their individual liberty when deciding how far to pursue a sport. Some children may choose to</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual respect is taught through PE as children are given the opportunity to work and play sports</li> </ul>	<ul style="list-style-type: none"> <li>• Children work on teams together in PE regardless of their backgrounds of beliefs.</li> </ul>

		<p>children must respect and follow.</p> <ul style="list-style-type: none"> <li>• Sports provide a fantastic opportunity to teach children about the rule of law as when rules are broken in sports, they have immediate and varying consequences.</li> </ul>	<p>pursue certain sports competitively whereas others may not want to pursue them at all or may prefer to play them casually.</p>	<p>together, showing each other respect.</p> <ul style="list-style-type: none"> <li>• Children are also taught to understand and respect that different people have different abilities, and achievements can look different for different people.</li> </ul>	
Outdoor Learning	<ul style="list-style-type: none"> <li>• In Outdoor Learning we have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding environmental issues such as pollution, environmental issues and conservation of plants and trees.</li> </ul>	<ul style="list-style-type: none"> <li>• In Outdoor Learning pupils examine different codes for protecting the environment and the world in which we live and consider the value of the rule of law where all people are equal before the law.</li> <li>• Children are given the opportunities to explore and evaluate the outcomes of issues such as that surrounding changes to our world (deforestation) and how we can make a</li> </ul>	<ul style="list-style-type: none"> <li>• Children will explore their own individual liberty in terms of exploring their own environment and surrounding areas having the freedom to pursue any further interests they may have. Eg joining Outdoor Learning after school club.</li> <li>• All children have the right to experience the unique and special nature of being outdoors and experience the freedom of being surrounded by the</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual respect is taught and given when children are able to work collaborate outside and with each other.</li> <li>• Children will discuss what it means to be British and learn how to question and challenge stereotypes respecting other opinions.</li> <li>• Outdoor Learning can create pride in the school and wider community and promote community involvement, renewing children's</li> </ul>	<ul style="list-style-type: none"> <li>• Children consider questions regarding environmental issues such as pollution and the human impact upon the world and understand that different people have different opinions and beliefs regarding this.</li> <li>• Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed with them.</li> <li>• Children learn to appreciate cultural</li> </ul>

		<p>difference to this at a local and global level.</p> <ul style="list-style-type: none"> <li>• Outdoor learning can have a positive impact upon children's behaviour when following the code for learning in the environment and understand the value and need for this code.</li> <li>• Children recognise right and wrong; understand consequences; investigate moral and ethical issues and offer reasoned views.</li> </ul>	<p>natural environment and experience the good quality, active learning that being in the environment brings.</p> <ul style="list-style-type: none"> <li>• Outdoor learning contributes towards creating independent learners with high self-esteem and self-sufficiency.</li> </ul>	<p>pride and creating a sense of belonging and responsibility.</p> <ul style="list-style-type: none"> <li>• When children are closely involved in developing and managing their outdoor environment, it helps foster attitudes of stewardship, responsibility and a sense of cohesion.</li> </ul>	<p>influences in their environment and participate in cultural opportunities.</p>
--	--	--	--	---	---